



**MARYSVILLE PILCHUCK HIGH SCHOOL**  
Marysville School District  
Retreat Summary

Workshop #5

Retreat  
March 4th & 5th 2009

Submitted by:  
DLR Group  
BrainSpaces  
Architects for Achievement

During the retreat, DLR Group, BrainSpaces and Architects of Achievement gathered the following members of the Concept Design Team to:

- Meet with students to their perspective.
- Think and discuss about the future with a focus on students,
- Site tour buildings.
- Vision the type of spaces to be created at MPHS.

**Workshop #1**

*Review Project Overview &  
Guiding Principles*

**Workshop #2**

*Visioning*

**Workshop #3**

*Confirmation of Vision & Goals*

**Workshop #4**

*Programming*

**Workshop #5**

**Retreat**

Those who attended the retreat:

Brian Kessler	Teacher, Pathways of Choice
Fred Dahlem	Principal, Pathways of Choice
Tracy Suchan Toothaker	Planning Principal
John Bingham	Director of Capital Projects
Karen Epperson	Fine Arts Head, Pathways of Choice
Ron Bergstrom	MPHS, ISC
Loretta Boerger	Science/SLC Leader, Pathways of Choice
Maureen Crumley	SLC Leader, Pathways of Choice
Pete Lundberg	MMS, Principal
Fred Dahlem	Principal, Pathways of Choice
Kyle Kinoshita	MPHS
Ray Houser	Executive Director, Teaching & Learning

Amy Yurko	BrainSpaces
Craig Mason	DLR Group
Kelley Tanner	DLR Group
Todd Ferking	DLR Group
Matt Glassman	DLR Group
Victoria Bergsagel	Architects of Achievement

## DAY 1 INTRODUCTION

The two day retreat began at the Marysville School District Planning office by kicking off with a TED video excerpt featuring a speech by Sir Ken Robinson.

The following key points made and questions were raised by Sir Robinson in the video.

- *There is failure to integrate arts in the “core learning” curriculum. People don’t know how to integrate.*
- *Academic inflation – will academia reflect the economy or will society over-educated with the wrong skills.*
- *David Zak – futurist. Those things involving automated tasks and services will become basic.*
- *IQ – is that most important? What about emotional IQ?*
- *The shift in teaching needs to focus on the curiosity of a person. Currently we are in an “assembly line” educational system. It should be based on a rigorous education system (might be ambiguous and provocative). Give the thinking work back to the kids.*

The TED video was followed by group introductions and an emphasis that the 1st day of retreat is intended to think about the future and the student, while the second day focuses on spaces in the MPHS campus.

It was determined the next meeting for this group will occur March 23rd 8:00am - 3:00pm, and March 25th 11:00am - 3:00pm for a design charrette.

## STUDENT VOICE

A panel of seven students from Mountview High school met with the retreat group to answer questions and provide insight into their perspective of education, adults, technology, and life. The following questions and answers occurred.



- Q: When were you the most engaged in your learning?  
A: *my junior (this year) started to click. Sylvan started everything (more 1-on-1). Just helped me with math (step by step)*  
A: *all the time I learn stuff – read a lot*
- Q: How many have ipod?  
A: *4 out of 7, most taught themselves to use*

- Q: How many listen to music when studying?  
A: *all, easy to focus.*
- Q: Where do you think technology will go?  
A: *Everywhere.*  
A: *All can type qwerty (texting)*  
A: *Everything will be from My Space*
- Q: Where do you find information?  
A: *Ask people, internet (wiki, google)*
- Q: Preference of reading material?  
A: *Most in book, internet*
- Q: How do you think adults understand you?  
A: *None of them,*
- Q: Do adults talk down to you?  
A: *Not really here at Mountview*
- Q: Difference between home and school technology  
A: *home so much better.*
- Q: Teachers out to get you?  
A: *not at Mountview*
- Q: What supports you learning better at Mountview?
- Q: Dropouts – why ?  
A: *too much going on at MPHS?*  
A: *they don't feel comfortable (ipods, phones, more freedom, etc.)*
- Q: Your future?  
A: *longshoreman and/or welding (dad);*  
A: *want to be a pediatrician (may do job shadowing);*  
A: *want to go to college (EVCC, then 4yr) and get a degree in psychology;*  
A: *want to work with horses, including rescue*  
A: *agriculture and/or politician*  
A: *nurse but I don't like blood, maybe photographer or film editor*  
A: *want to go to college to learn building computers, internet servicing*
- Q: How relevant is what you are learning now?  
A: *Not at all*
- Q: When did you know school wasn't working?  
A: *Middle school, 6th grade*
- Q: What should a high school look like?  
A: *Arts and tech are run like a jail; I feel behind and couldn't catch up; ES you had one teacher and switched subjects;*  
Comment Student – *you have to step up and tell them (teachers) what you (the student) want (your passion)*
- Q: School design, what would you like?  
A: *Disneyland, animals, hallways (somewhere nice and warm), swing set, basketball court, library (easier access than public), student center for independent work. Outside of school – park, skate around with dog (want to bring dog to school), open campus, subway (make your own), YMCA (fitness center).*

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## STRING EXERCISE

The retreat relocated from the Marysville Schools District planning office to White Horse Hall at Everett Community College (ECC). The team reflected upon the conversations with the student panel and related themes back to the five guiding principles.



- Administrative continuity
- Students miss recess
- Create Aha! moment
- Ownership through responsibility
- Maintaining & engaging curiosity
- Safe & non-judgemental
- Students use music to focus (noise cancel)
- Learning happens all the time
- Variety of social interactions & venues
- Students asking the questions
- Trust
- Students like MV school size
- Ubiquitous technology
- Sense of belonging

### RELATIONSHIPS AT THE CENTER

### FOCUSED LEARNING

### IDENTITY - PURPOSE

### COMMUNITY

### ACCOUNTABILITY

- School is not the only center for learning
- Problem solving rather than memorizing
- Kids are comfortable finishing their own information when they need it
- Not finding jobs but making jobs
- Creativity as top commodity
- Balance social interaction & the individual
- Personalized & customized
- Relevant & interest based
- Empathy and understanding
- High expectations, serious school not "corny"
- Teachers as friendly and approachable
- Students begin with base self awareness and build upon that
- Teaching transferable skill students can then use to explore their interests.

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## TOUR OF WHITE HORSE AND GREY WOLFF BUILDINGS

Jeanne Leadder of ECC guided the group on a tour of the two most recently built buildings on the ECC campus, Whitehorse and Great Wolff Hall.



*Whitehorse Hall: Creative application of lockers adjacent to a public pinup & art critique space.*



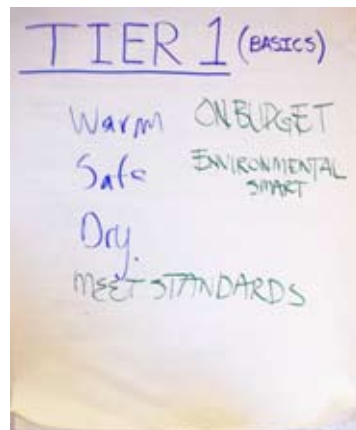
*Whitehorse Hall: Soft seating is spread throughout the building providing a variety of social lounge and study spaces. Some furniture is highly flexible with wheels while others are intended to remain stationary.*



*Grey Wolff Hall: Once classroom is currently being used to test different teaching environments. It is a standard sized classroom that's been specially furnished with a focus on flexibility. All tables, chairs, and multiple white boards are on wheels, varied height seating and tables are provided, a smart board and significant tack surface is also available.*

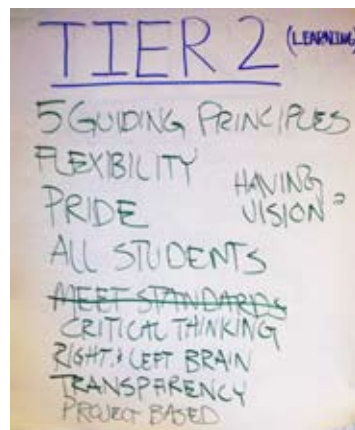
## TIER EXERCISE

The entire team participated in an exercise to describe the desired Pillchuck High. The exercise began by listing the basic requirements of any school within "Tier 1". "Tier 2" listed the learning requirements for the Marysville school district and Pilchuck High. "Tier 3" focused on the desired culture and experience specifically at the new Pilchuck High. The exercise concluded with a "Tier 4" image study where the school district staff was asked to identify images they thought best (*green dots*) and least (*red dots*) represented the culture outlined in "Tier 3".



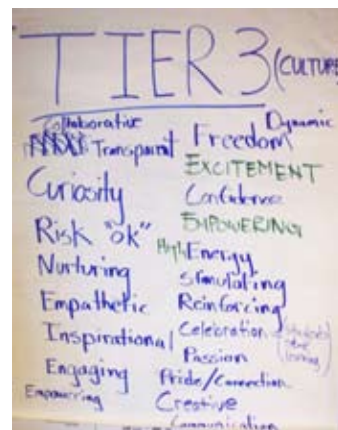
### TIER 1 - BASICS

- warm
- safe
- dry
- meet educational standards
- on budget
- environmentally smart



### TIER 2 - LEARNING

- five guiding principles
- flexibility
- pride
- critical thinking
- right & left brain
- transparency
- project based
- having vision



### TIER 3 - CULTURE

- collaborative
- transparent
- curiosity
- risk "ok"
- nurturing
- empathetic
- inspirational
- engaging
- empowering
- dynamic
- freedom
- excitement
- confidence
- empowering
- high energy
- stimulating
- reinforcing
- celebration
- passion
- pride/connection
- creative communication
- high expectations
- partnership
- wow
- anticipation
- multi sensorial / experiential
- inquiry
- critical thinking
- choice
- trust

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## TIER 4 - EXPRESSION

Marysville School District  
Marysville Pilchuck High  
School Campus

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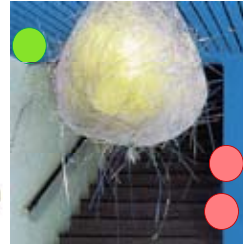
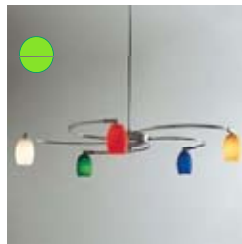
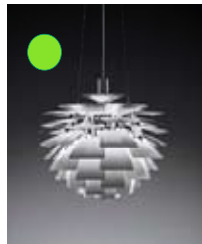
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MPHS – Image Study

EXPRESSION

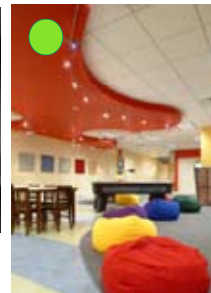
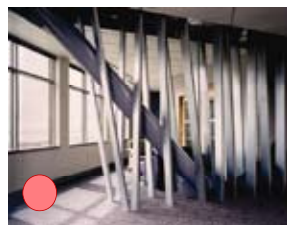
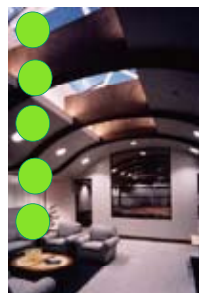
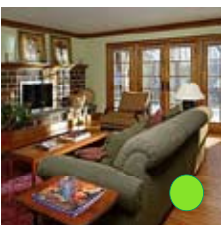
04 March 2009



MPHS – Image Study

EXPRESSION

04 March 2009



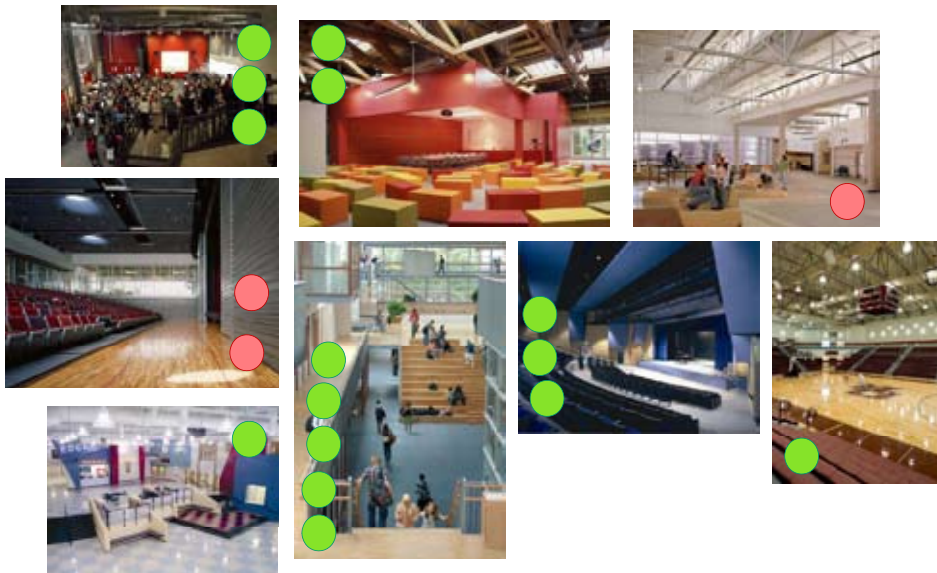
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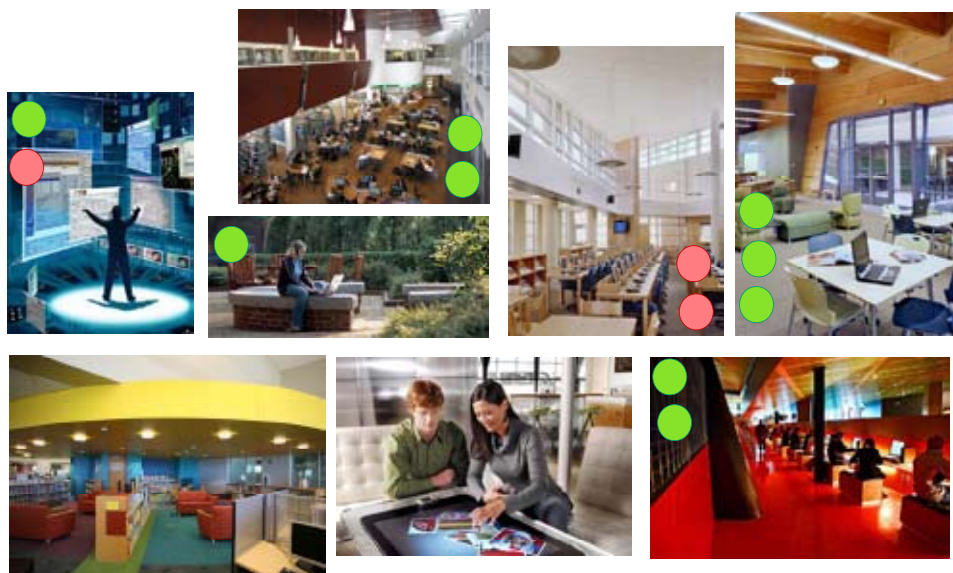
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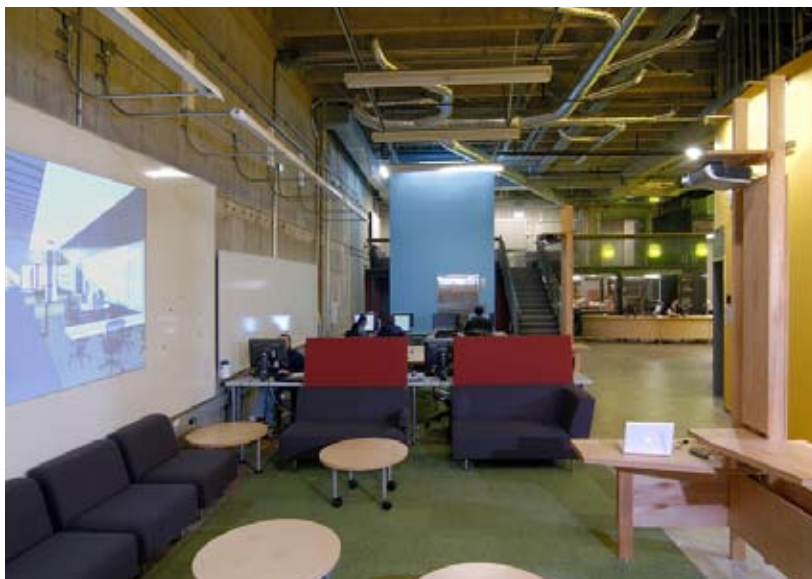
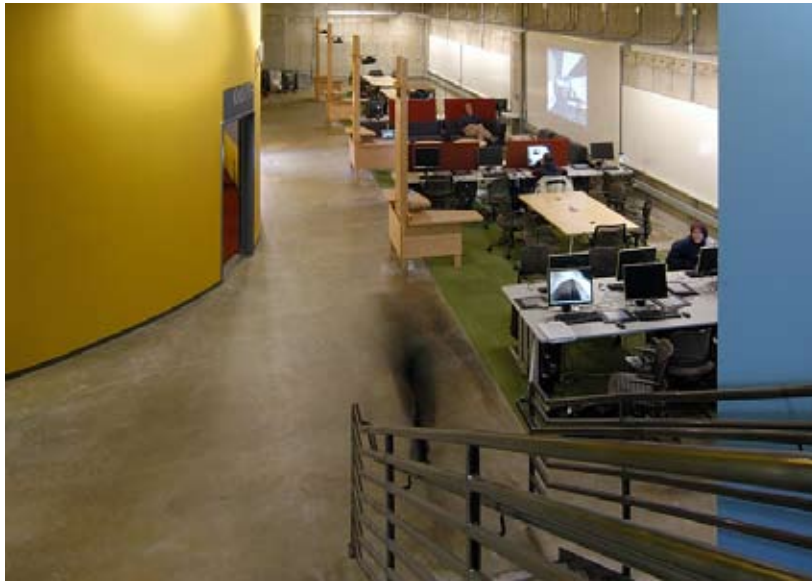
EXPRESSION

04 March 2009

## DAY 2

### TOUR OF UW GOULD HALL DIGITAL COMMONS & IMPERIUM RENEWABLES OFFICE

The two buildings toured were visited for their exciting space relationships and the variety of learning & teaching possibilities they provide.



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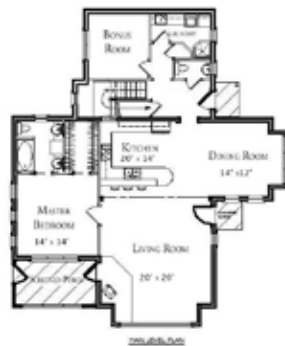
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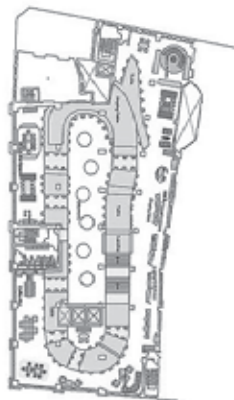
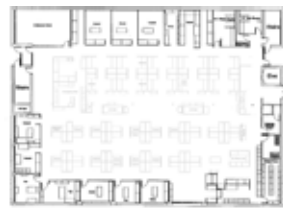
## HISTORY - TRENDS - CHANGES

DLR Group provided a presentation comparing the trends and changes of homes, offices and schools over recent years. The presentation was followed by group discussion on how school facilities are changing now and will continue to in the future. Key points made during the discussion include: open, flexible, efficient, exceptional buildings.

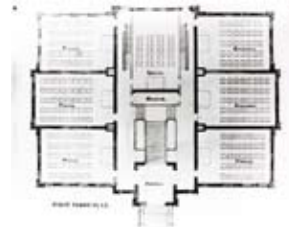
### HOME



### OFFICE



### SCHOOL



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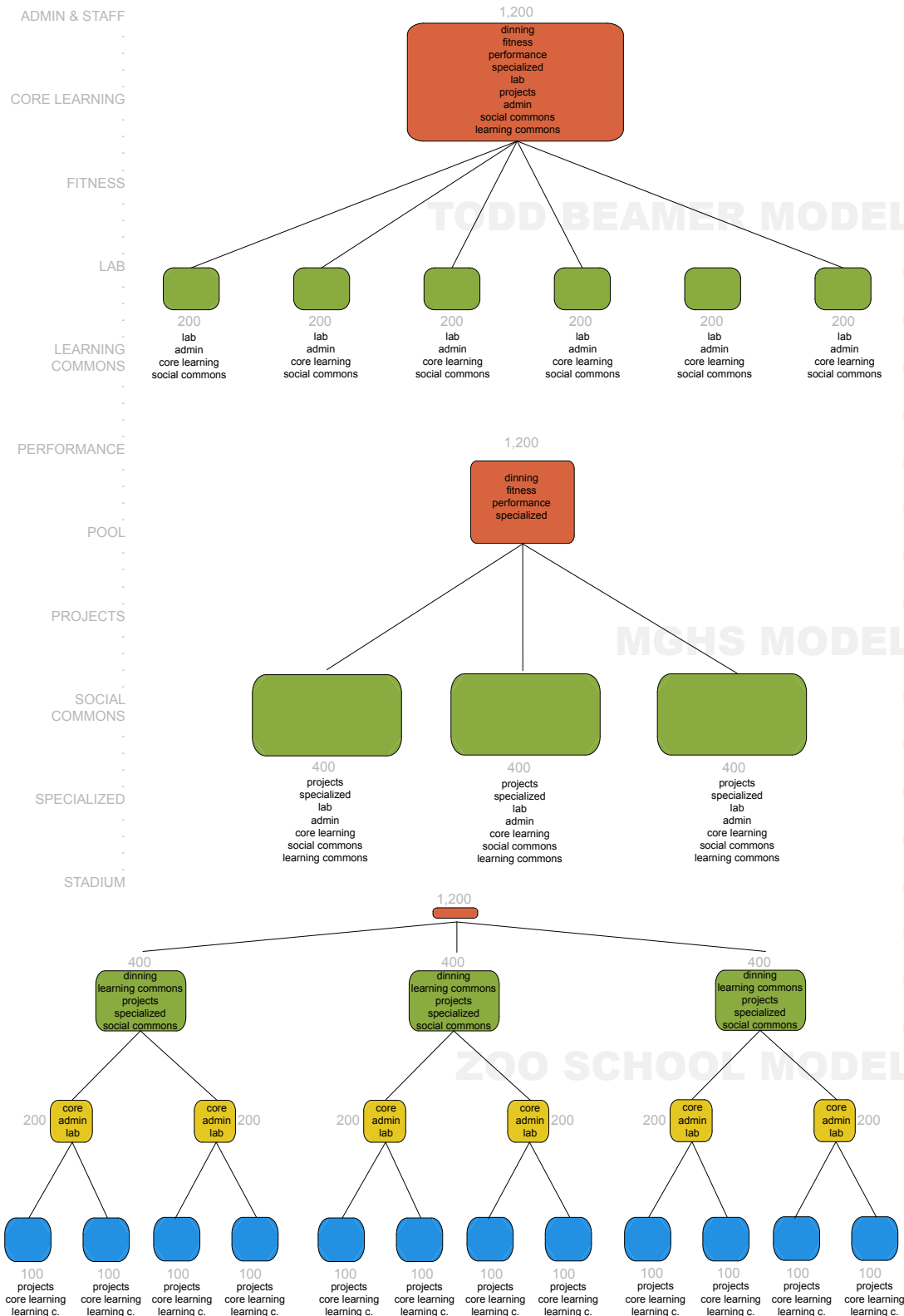
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## PROGRAM SHARING

To create comparison to what may be provided at Pilchuck High, three existing SLC school models were presented and discussed with the School District staff. The focus was on the types of spaces provided and if they are shared by the whole school or autonomous within each SLC.

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## SMALL SCHOOL BREAK DOWN

The three schools models were then presented and discussed at a smaller scale; individual SLCs. The focus here was on relationships between spaces, the type of environment these relationships create, and how the ideas outlined in the Tier 3 exercise can begin to manifest.

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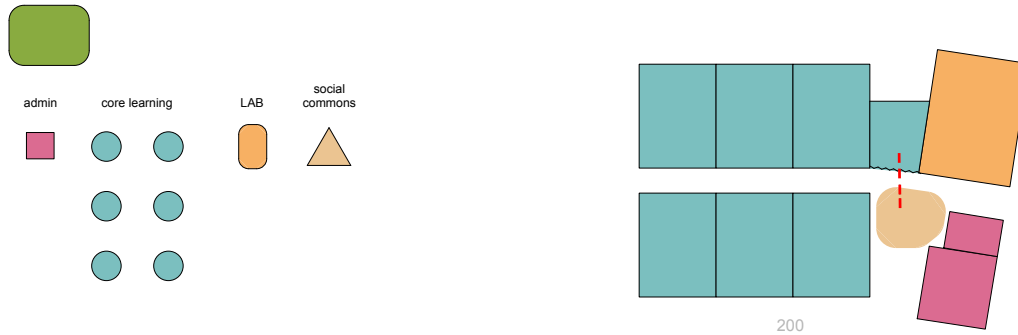
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*Programming*

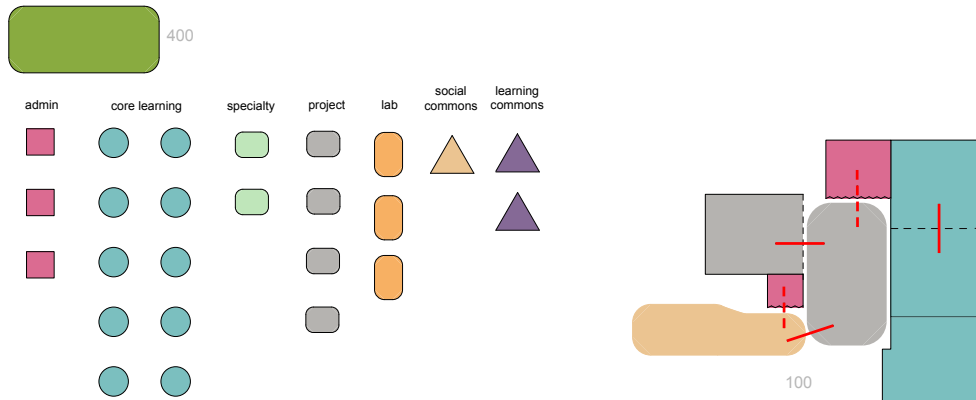
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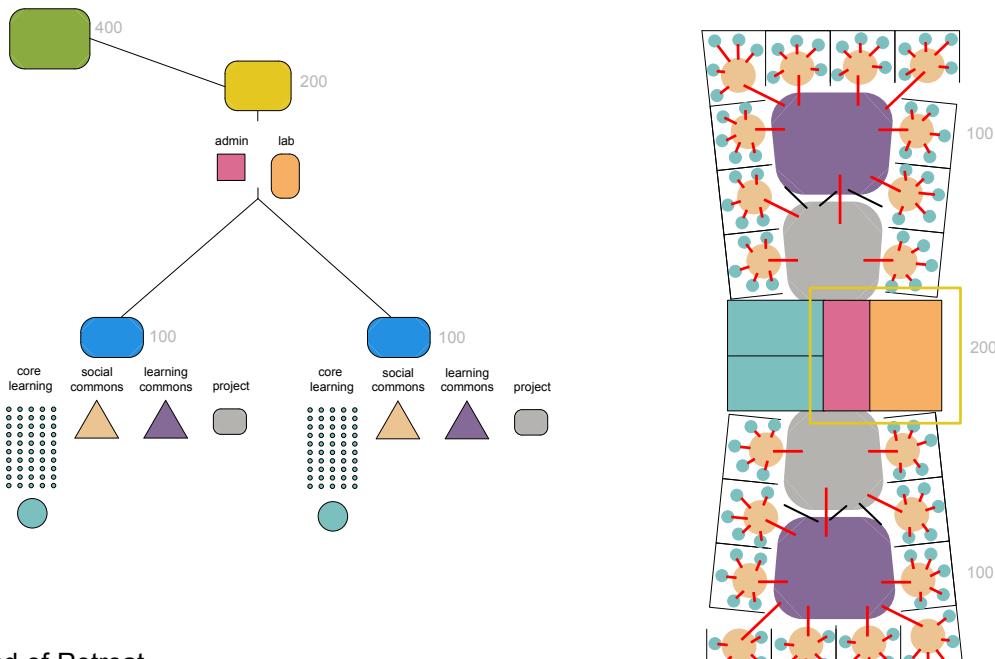
## TODD BEAMER MODEL . . . . .



## MGHS MODEL . . . . .



## ZOO SCHOOL MODEL . . . . .



End of Retreat.

*Next meeting:  
Workshop #5 - Design Charrette*